



HEALESVILLE
HIGH SCHOOL

your future is our passion

Year 7 Handbook 2021

RESPECT | RESPONSIBILITY | RELATIONSHIPS | TEAMWORK

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Our School – Healesville High School

Healesville High School is a medium sized state secondary school uniquely positioned in the Yarra Valley. Our reasonably small enrolment allows personalised attention and planning of programs for students and allows them to fully develop their talents and abilities in an environment that emphasises co-operation and mutual respect. We provide a broad curriculum and full VCE, VET and VCAL programs. Students benefit from small classes and ample teacher attention - something that certainly helps our students to achieve academic excellence.

At Healesville High we firmly believe that all children can learn and achieve success. Through our school's Strategic Plan, we have developed a curriculum program and teaching strategies which make learning relevant and engaging. Teaching and learning have the highest emphasis at our school with student wellbeing an ongoing priority. We aim to build and develop the school values of Relationships, Respect, Responsibility and Teamwork in our students.

Small school, big opportunities

Our students have access to numerous opportunities, all aimed at enriching their secondary school experience. The school is proud to have outstanding specialist facilities including a state-of-the-art Trade Training Centre and extensive senior school facilities, housed within a specially designated VCE building. Our science and visual arts facilities are extensive, and we are extremely fortunate and proud to have a purpose-built studio arts exhibition space and an examination centre.

Students can compete in sport at school and interschool level and participate in a high-quality Outdoor Education program at Senior School level. Sporting facilities include an indoor heated swimming pool, two basketball stadiums, a gymnasium and weights room. We have a 250-seat performing arts centre and run an annual school production, which for many students, is the highlight of their school year. Under the expert guidance of our Art staff, students can join the 'Art Factory'. This program allows students to explore and develop their artistic pursuits and passions and to exhibit their work. Our Instrumental Music program is exceptional, and we are regarded as having one of the strongest programs in the outer east area.

A key strength of our school is that we really know our students. Our small size enables our staff to personally know all students; their strengths, areas for development and their individual needs. This helps us to create an environment where your child really feels like they belong.

Starting Secondary Life

The transition from primary to secondary school is an exciting time for students and parents. Healesville High School's transition program is carefully designed to make this a smooth and comfortable process and our small size enables this to occur easily. Our teachers work closely with local primary schools to make everyday life as simple and secure as possible, to familiarise themselves with individual student needs and build relationships, as well as implementing joint programs which aim to improve student engagement and performance. We are well prepared to welcome your children into Year 7.

Upon arrival at Healesville High School, students are comforted to discover that they have been placed in Home Groups constructed to include some friends from primary school. We also limit the number of class teachers and room changes for our new students. A team of teachers plan the learning program of each Year 7 Home Group, placing considerable focus on the curriculum of the Junior Years, including literacy and numeracy testing to identify the need for either extension or extra assistance.

All Year 7 students complete the START (School Transition and Resilience Training) survey and this allows us to identify and act upon specific student needs. Data extracted from this survey is analysed by a trained mental health specialist and confidentially shared with relevant staff. This enables us to authentically cater for the needs of individual students.

School Values

Our school has four key values. We believe that by promoting and teaching these values, our graduates will be able to experience success and make valuable contributions to the wider community.

Respect <ul style="list-style-type: none"> Care for self, others and the environment Accept and embrace diversity Tolerate different opinions 	Responsibility <ul style="list-style-type: none"> Be accountable for your actions Make a commitment to all that you do Act in a fair and reasonable manner
Relationships <ul style="list-style-type: none"> Be trustworthy and honest Get along with others Be sensitive to the feelings of others 	Teamwork <ul style="list-style-type: none"> Cooperate and share Learn together in a supportive way Persist and make a genuine effort

Key Contacts

Principal	Allan Rennick
Assistant Principal	Laura Mitchell
Head of Junior School	Scott Fisher
Year 7 Manager	David Lloyd
Head of Senior School	Gabby Plunkett
Director of Curriculum	Nicole Schoch
Careers & VET Managers	Holly O'Brien / Gayle Shelley
Student Wellbeing Manager	Lisa Mathieson

Domain Leaders

Art/Technology	Emma Lumsden
English	Karl Fritzlaff
Health & Physical Education/Sport	Trent Morison
Humanities	Shelley Morley
Mathematics	Erin Benham
Science	Aparna Khanna
Instrumental Music	Amanda Morrison
VCAL	Nicole Schoch

School Organisation

Bell times

Session 1	8:50am – 9:40am
Session 2	9:40am – 10:30am
Recess	10:30am – 11:00am
Session 3	11:00am – 11:50am
Session 4	11:50am – 12:40pm
Lunch	12:40pm – 1:35pm
Session 5	1:35pm – 2:25pm
Session 6	2:25pm – 3:15pm
Buses leave from 3:25pm	

Attendance

Attendance at all classes is compulsory. Regular punctual attendance at school helps social adjustments as well as academic development. Parents are encouraged to contact the school over matters of concern including notification of student absence and any required appointments with staff. If a student is to be absent for an extended period due to illness or family reasons, the school would appreciate a phone call to inform us of the situation. The Year 7 Manager can arrange for work to be sent home if necessary.

Arriving late

Students who arrive after 8:50am must report to the general office to obtain a late pass to present to the class teacher and it will be recorded on the attendance roll. A note or phone call should be provided to avoid a lunch time detention.

General Office

The General Office is open Monday to Friday from 8.15am to 4.30pm. After hours the school's answering machine is available for messages to be left. Students pay monies and return permission forms for school activities to the General Office.

Compass School Manager

The school uses Compass online management system to streamline many school operations including attendance, communication, event management and reporting.

Buses

Students living greater than 4.8km from the school are provided free school bus travel and routes and schedules are given upon enrolment at the school for students. However, students intending on travelling on the public bus will be expected to pay using a Myki.

Homework

In general, Year 7 students should expect to spend 3-5 hours per week completing class work, set homework or study.

Textbooks and Stationery

Students are required to purchase the required materials listed for each subject. Textbook/stationery lists and order forms were included in the enrolment packs for each student and may be placed through the school supplier Lilydale Books, 1/25-27 Hightech Place, Lilydale.

Curriculum Materials and Service Charges

The School Council sets the Curriculum Material and Services Charge. Families who experience financial difficulty can discuss payment options with the Principal.

Reports

Students will be assessed against the Victorian Curriculum and will receive ongoing reporting and feedback throughout the year. An Interim Report is issued at the end of terms 1 and 3 and consists of a progress report on each student's application to their studies, behaviour and attitude. At the end of each semester, students will receive a detailed report on each subject indicating the student's standard of achievement in Common Assessment Tasks, commitment to learning and their level of personal and social behaviours. Student reports can be accessed by parents via Compass.

Newsletter – 'Connections'

The school newsletter 'Healesville Happenings' is issued fortnightly and contains news of events, developments and achievements at the school. Parents can receive this either by email or via the school website. It is hoped that all parents take the time to read this. Students and parents are also encouraged to access school information through our Facebook page.

Cafeteria

The school's indoor cafeteria is open before school, at recess and lunchtime. Every Wednesday morning some breakfast is provided for students by a volunteer breakfast program which is co-ordinated by our Student Wellbeing team.

Library

The Library Resource Centre is open from 8.30am to 4.00pm including recess and lunchtime. It contains study areas, computer facilities and recreational reading areas. Students have ready access to a vast array of resources including a comprehensive research and reference collection, a regularly updated selection of novels, magazines and audio-visual material.

Indoor Heated Pool (Jack Hort Memorial Pool)

Students have free access to a 25m indoor heated pool at lunchtime. This facility is located on the school grounds and is also used in some Physical Education, Outdoor Education and Sport and Recreation classes.

Student Services - Student Wellbeing Centre

This centre is led by the Student Wellbeing Manager and provides a variety of services to support students throughout their schooling. Professionals in this area include an Educational Psychologist (learning assessments), Psychologists, Social worker and an Adolescent Health Nurse.

Doctors in Schools

Healesville High School is a 'Doctors in Schools' partnership school. We have a fully equipped doctor's clinic and Health Nurse on site and students have access to this facility on Tuesdays. See Lisa Mathieson to make an appointment.

Houses

Students are placed in a House when they enrolment at the school.

Dennis - Red
Yarra - Yellow
Riddell - Green
Maroondah - Blue

Student performances in whole school sport events such as Swimming, Cross Country and Athletics contribute points towards their house score, with a perpetual trophy presented to the winning house at each carnival.

Maths Help

Students from Years 7-12 may attend these sessions if they require assistance with homework, assignments or general numeracy curriculum support. Maths Help sessions run on Tuesday afternoons from 3:20pm-4:20pm.

Sport

Our intraschool sports program includes the annual Swimming and Athletics Carnivals, as well as the School Cross-Country event. Students wanting to represent the school in interschool sports, through School Sport Victoria (SSV), can do so in athletics, swimming, cross-country, cricket, volleyball, tennis, baseball, badminton, softball, table tennis, netball, AFL football, soccer, hockey and basketball.

Camps

There will be an annual year level camp in Term 4. Further information will be provided in 2021.

Student Leadership

Two students from each year level are selected at the start of each year to participate in our Student Voice group to represent their peers. Meeting on a fortnightly basis throughout the year, this group discusses school issues, fundraising activities and school events.

Bring Your Own Device (BYOD)

Healesville High School have moved to a Bring Your Own Device model for computer access at the school and have partnered with Department of Education and Training preferred suppliers of IT equipment. These companies include JB Hi-Fi Education Solutions, Learning with Technologies and eduNET.

Free Wireless

All students will have the ability to connect to the wireless network and we will help students connect to our servers / printers and other services. We will have all computers connected to our wireless network, printers, and services within the first two of weeks of term one.

Free Software

All students will have access to Free Microsoft Office and access to all the educational software available through a username and password that we will give to the students in an in-service to be ran in January 2021 or anytime throughout the year. You will find more information about this on our website. Some of the software titles include; Adobe, Wolfram and Freeware.

In case you get stuck!

There are links to each of the school providers on the Healesville High School website. www.healesvillehs.vic.edu.au under the Enrolment – BYOD.

Healesville High School Uniform Supplier



Unit 8A, 51 Lusher Road,
Croydon VIC 3136
Phone: (03) 9768 0336

REGULAR TRADING HOURS*

Tue to Fri: 9:00am - 5:00pm

Sat: 10:00am - 1:00pm

EXTENDED TRADING HOURS**

18/11/2019 to 7/03/2020

Mon to Fri: 9:00am - 5:00pm

Sat: 9:00am - 1:00pm



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Uniform Requirements

All students are required to wear full school uniform every day, during official school events and excursions unless otherwise instructed. The co-operation of parents/guardians is expected in delivering a high standard of appearance for our students. Parents having financial or other difficulties meeting these guidelines are asked to contact the school.

Uniform items that may be purchased from our uniform supplier (psw.com.au/schools)

- HHS approved grey school pants or shorts
- White school shirt with school logo (short or long sleeved)
- Black windcheater
- School rugby jumper
- Black soft-shell polyester jacket with school logo
- School check dress (summer)
- Green tartan skirt (winter)
- (All skirts and dresses must be of an appropriate length, not shorter than 12cm above the knee)
- School backpack with school logo (optional)
- Bucket style hat with school logo (optional)

Other items to be purchased

- Plain black fully enclosed low-heeled **leather shoes** or **leather T-Bar** shoes
- Plain white or black socks
- No pants to be worn underneath skirt and no tights with dress
- HHS ties are optional
- Plain white long /short-sleeved t-shirt or skivvy may be worn under the school shirt in winter, providing it is not visible
- Plain black or bottle green scarves may be worn during winter
- Thin black or bottle green headbands may be worn
- Black blazer with school logo can be ordered (optional)

Clarifications

- Non-school jackets are NOT to be worn at school
- Hooded jumpers are NOT to be worn at school
- Canvas and slip-on black shoes are NOT to be worn. No white on black school shoes
- Beanies are NOT to be worn at school. Sunhats are encouraged for outside in summer

Sport / physical education uniform requirements

It is compulsory for all students to wear the following uniform items for all sport and physical education classes and also when participating in interschool level sports.

- HHS grey sports polo t-shirt
- HHS black shorts or plain black tracksuit pants
- Runners
- Hat during terms 1 & 4. (As part of the SunSmart policy students are required to wear a hat when participating in an outdoor activity for sport or physical education classes. A wide brimmed hat is preferable, but School Council has deemed a cap acceptable. Suitable hats are available from the uniform supplier)
- Students who have sport or physical education classes in period 6 are allowed to go home in their sport uniform. This includes the HHS black shorts or plain black tracksuit pants. Only students who attend these classes in full sport uniform will be allowed to go home without changing

Dress Code requirements for non-uniform days

When students are permitted to be out of uniform, their clothes should be appropriate to wear to school and be as close to uniform items as possible (plain, neat and casual).

The following **must not be worn at school at any time:**

- Thongs or unsafe shoes (includes slippers and Ugg Boots)
- Singlet/midriff tops (shoulders/stomach must be covered; sleeves and a collar are encouraged)
- Inappropriate length shorts, skirts or dresses
- Items with offensive or inappropriate language/pictures. Ripped or torn clothes.
- Excessive jewellery. Piercings must be covered in practical classes to comply with safety regulations.

Summary of action when students do not adhere to Uniform or Dress Code

1. In exceptional circumstances, when a student is unable to wear correct school uniform, they are required to bring a note from their parent/guardian giving a valid reason for non-compliance. This note should be given to their Year Level Manager or Period One teacher. They will be given a pass to cover them.
2. Students out of uniform without a valid note will be given a pass, however, they will also be given a lunchtime detention.
3. Repeat offences will be followed up by the relevant Year Level Manager and the student will be given an after-school detention. Parents will be informed of repeat non-compliance.
4. If a student does not comply with the Uniform Dress Code or meet Health and Safety Guidelines, parents may be contacted, and the student may be excluded from an activity.

Lost uniform items

Please make sure all school clothing is clearly labelled with your student's name. This will assist in the return of lost items.

Student Engagement and Wellbeing

All members of the school community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment and where positive relationships are fostered and encouraged. When behaviours that do not support our positive school culture occur, the school works towards restoring relationships and appropriate consequences are negotiated using the principles of Restorative Practice.

The Student Wellbeing Manager is available to all students, parents and teachers for support and advice in behavioural, social and learning problems. This person liaises with staff from all areas of the school, Counsellors and Youth Workers and outside agencies where necessary to assist student wellbeing.

The school's Health Educator (school nurse) assists with individual health counselling, health promotion and health education classes.

The Year 7 Curriculum

The Year 7 Curriculum is comprised of subjects from the domains of English, Mathematics, Science, Humanities, Health and Physical Education, Technology and The Arts. Subjects are divided into *Core* and *Workshop* based subjects.

Students in Year 7 will study seven subjects per semester.

Each student's program of study will include:

- English (5 periods/week)
- Mathematics (5 periods/week)
- Science (4 periods/week)
- PE/Health (4 periods/week)
- Sport (2 periods/week)
- History (one semester – 4 periods/week)
- Geography (one term – 4 periods/week)
- Economics & Business/Civics & Citizenship (one term – 4 periods/week)
- Art (13-week cycle – 2 periods/week)
- Fibres and Fabrics (13-week cycle – 2 periods/week)
- Drama (13-week cycle – 2 periods/week)
- Digital citizenship (13-week cycle – 2 periods/week)
- Food Technology (13-week cycle – 2 periods/week)
- Wood (13-week cycle – 2 periods/week)
- LOTE – Japanese (full year – 2 periods/week)

*Instrumental Music is an extra-curricular program. Students are released from regular classes for one lesson per week on a rotational basis.

Year 7 Subjects

English

Students are provided with a variety of activities and strategies that enable them to progress in their writing, reading, speaking, listening and viewing. They will learn persuasive language techniques to create their own essays, including an autobiographical piece, to foster an understanding of basic sentence structure. Students will explore a range of text types such as poems, novels, films documentaries and newspapers as stimuli for their writing.

Assessment: Based on student participation in class activities and the submission of work involving writing, reading and viewing, speaking and listening.

Mathematics

Students will use Mathspace to enhance their number skills, introduce Algebra and extend knowledge in topics including Integers, Fractions, Ratios, Measurement, Statistics, Probability, Percentages and Decimals. Students will further their understanding of the application of Mathematics in life, society and work, with problem solving being an integral part of the course. Knowledge of the four operations, order of operations and times tables fluency is crucial, with regular practice recommended.

Assessment: A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, problem solving, tests, regular use of Mathspace and weekly homework.

Health, Physical Education and Sport

Health, personal and social capability (Respectful Relationships)

Students develop skills to evaluate health information and explore health concerns, as well as examining the barriers to seeking support. They also assess strategies to manage personal, physical and social changes that occur as they grow older. This includes exploring appropriate ways to express emotions, discovering ways to promote resilience, and learning to accept diverse relationships. Students plan and use strategies and resources to enhance the health, safety and wellbeing of their communities.

Physical Education

Students develop knowledge about health-related and skill-related fitness components and create and monitor personal fitness plans. Students develop specialised movement skills and understanding in a range of physical activity settings. They engage in strategic thinking and tactical knowledge to enhance performance in competitive conditions, and work to improve body control and coordination in both open and closed environments.

Sport Education

Students choose two sports each term which correlate with the interschool program, and train extensively in preparation for interschool sport.

Term 1 - Cricket, Baseball, Softball, Tennis, Volleyball

Term 2 - Football, Soccer, Netball, Badminton

Term 3 - Hockey, Basketball, Table Tennis

Term 4 - Students given a choice

Students also prepare for intraschool swimming, cross-country and athletics carnivals, which then leads to interschool competitions for these sports.

Assessment: Students must complete several small research-based investigations as well as a major project, which will incorporate a detailed analysis and examination of a chosen area of focus. In practical classes of PE and Sport, students are assessed on their level of skill, teamwork and participation, as well as their physical fitness based on fitness testing results.

Humanities

Humanities will be separated into the four areas:

1. Geography
2. History
3. Civics and Citizenship
4. Economics and Business.

Assessment: This is based on participation in class activities with a folio of work, research investigations, tests and projects.

Geography

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. Students select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They will analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. Digital and spatial technologies are utilised to represent and analyse data and information.
Civics and Citizenship / Economics and Business

History

Students sequence events and developments within a chronological framework with reference to periods of time in history. They locate and select historical sources and identify their origin, content features and purpose, explaining the historical context of these sources. Students analyse the different perspectives of people in the past using sources and explain different historical interpretations and contested debates about the past. Students construct an explanation using sources of evidence to support the analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Civics and Citizenship

Students describe key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers. There will be discussion around the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement. Students investigate the process of constitutional change through a referendum and learn how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation. Comparisons will be made on how laws are made in Australia, including through parliaments (statutory law) and courts (common law), different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law.

Economics and Business

Students investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making. They will identify the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals and explore and observe the characteristics of entrepreneurs and successful businesses. Students study the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them. Relationships and trends will be identified, and students will generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions.

Science

Students learn to use a range of scientific equipment and to work safely in a laboratory to develop skills in observing, recording, analysing and reporting. Students explore the different properties of substances to describe various types of matter and investigate both renewable and non-renewable energy and how these resources are used. Students will learn to classify organisms and identify living and non-living things that influence survival in ecosystems. Historical and contemporary models of the universe will also be studied.

Assessment: Based on set tasks such as research assignments, practical reports and tests. Students are expected to maintain an organised record of class work in the form of a workbook and an activity folio.

Art

Students develop an understanding of colour theory and recognise the impact and significance in colour selection when creating an artwork. They will create work in black and white and develop highlights and shadow by exploring tone. They will analyse the work of different artists and develop different techniques for working with soft pastels and oil pastels.

Assessment: This takes the form of a visual diary, short tests and written passages, and through the presentation of various pieces of artwork.

Fibres and Fabrics

In Fibres and Fabrics, students identify different natural and synthetic fibres and processes involved in fabric construction. They practise threading and operating the sewing machines and develop an ability to measure and cut fabric in the process of constructing a calico bag. They will then decorate their bag using either fabric painting or tie-dye techniques.

Assessment: Students will complete a research task and will also be assessed on production tasks involving sewing by both hand and machine.

Drama

Students explore the world around them through drama activities designed to build confidence, communication and social skills. Roles, characters and relationships are developed through focus, tension, space and time while incorporating language and ideas to devise pieces of theatre. The subject of drama embodies all aspects of the art, not only from performance but also through directing, producing, creating props, taking part in stage craft activities, lighting, sound, special effects and an array of technical, behind the scenes tasks designed to create dramatic action, mood and atmosphere.

Assessment: One assessment per term on creating performances both on stage and off stage.

Digital Citizenship

What are the critical 21st century skills every student needs to survive and succeed in our world? What abilities and traits will serve them in a time that's changing and developing so rapidly? No pupil in the history of education is like today's modern learner. This is a complex, energetic, and tech-savvy individual. They want to be challenged and inspired in their learning. They want to collaborate and work with their peers. They want to incorporate the technology they love into their classroom experiences as much as they can. This subject explores the online world and provides students with interactive activities to embed appropriate online decision making, resilience and skills to become a safe, positive and smart digital citizen.

Assessment: One assessment per term on emotional and behaviour responses to successfully navigate the challenges of the digital era.

Food Technology

Students are introduced to healthy eating and maintaining safety and hygiene in the food area. Students will develop their ability to identify and use a range of cooking equipment, materials and techniques. They will produce a variety of basic food items, as an introduction to the design process and evaluate their personal performance.

Assessment: Based on the planning, preparation and evaluation of production work using a specific design brief, as well as the completion of written work in class, homework tasks and tests.

Wood

In Year 7 Woodwork, students are introduced to safety hazards and procedures in the workshop space. They will engage in the safe use of basic hand tools. Students will begin to explore the design process and identify materials appropriate to the effective construction of wood-based products.

Assessment: The design, planning and production of specific items and a research task.

LOTE – Japanese

The study of a Language Other Than English (LOTE) contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. Year 7 students will be introduced to Japanese language and culture, exploring the differences between teenage life in Japan and Australia. They will learn basic vocabulary, how to introduce themselves, friends and family in Japanese and how to order food at a restaurant. Students will study basic questions and answers including asking someone's name, age and where they live. Students study the three types of Japanese scripts: Kanji, Hiragana and Katakana; and will learn how to read and write the 46 Hiragana characters as well as some Kanji. Counting to 100 and using numbers in a range of situations is also studied.

Assessment: Four areas of oral, reading, writing and listening. Students will complete a research project, an oral presentation and poster, a role play and a booklet.

Instrumental Music (optional)

The Instrumental Music Program gives students the opportunity to learn a brass, woodwind or percussion instrument. Private vocal and piano lessons are also available, and small ensemble extension groups are available to join. The Music Program provides performance opportunities for students throughout the year, including two major school concerts. Through music, students acquire many valuable life skills and learn to play their chosen instrument in a safe, supportive and friendly environment.

Assessment: Students are required to attend an instrumental music lesson and an after-school band rehearsal on a weekly basis.

Healesville High School
10 Camerons Road
Healesville Victoria 3777
☎ (03) 5962 4088

🌐 www.healesvillehs.vic.edu.au

✉ healesville.hs@education.vic.gov.au